

GCSE (9–1)

Teachers' Guide

HISTORY B **(SCHOOLS HISTORY PROJECT)**

J411

For first teaching in 2016

Britain in peace and war, 1900 - 1918

Version 1



Teachers' Guide – Britain in peace and war, 1900 - 1918

Teachers may use this guide as an example of one possible way of approaching the teaching content for History B and NOT a prescriptive plan for how your teaching should be structured.

Within the History B specification there is flexibility that allows you as a teacher to devise your own programmes of study and to choose your own examples to exemplify content or issues. These can – and should! – pick up on your own areas of interest and expertise, and possibly too on history that is particularly relevant to your own local area. This level of freedom can sometimes be worrying as much as welcome and with a more rigid specification you may feel more instantly certain of what you have to teach. But with a more flexible approach to teaching you are given the freedom to construct a course that is interesting and meaningful for you and your students.

What this guide is intended to do, therefore, is to show you what a term's teaching outline might look like in practice. It should then help you to build your own scheme of work, confident that you've covered all the required content in sufficient depth.

Your starting point for each of the topics you choose to teach in History B should be the *Guide to course planning and Options Booklet*, available from the [OCR website](#). These Teachers Guides build on the information and approaches contained within those documents.

This guide is divided into four sections:

- A brief **overview** of the topic including some common misconceptions and things to watch for.
- **Termly planning document:** how you might structure your term's teaching of this topic.
- **Some lesson elements/ideas.** The termly planning document doesn't include suggested activities, partly because the idea is that you exploit the flexibility of the specification to cover your own chosen content or enquiries, but we've put in a couple of suggested lessons in this section as they've been highly recommended by teachers.
- **Candidate style answers.** In time these will of course be replaced by actual exam answers, but until first assessment you may find these useful as indications of what examiners are expecting to look for in answers.

Introduction and rationale

This depth study provides an opportunity for your students to explore a fascinating time in British history. The period before the First World War has sometimes been portrayed as a 'golden age' when Britain was a contented and stable country, confidently ruling a quarter of the world's population. This myth can easily be undermined by historical scholarship. Discerning the ways in which the period has been interpreted as a 'golden age', and the reasons why this interpretation has been challenged, should be the focus for the first four parts of this study. In the fifth section, attention switches to Britain during the First World War. Each of the five sections is defined by an issue which is open to different interpretations. Britain in Peace and War, 1900-1918 provides much for your students to debate, and an opportunity to introduce them to a wide range of fascinating history books, films, TV series, illustrations, stories and popular accounts. The five sections of Britain in Peace and War, 1900-1918 provide a varied and balanced depth study of Britain in the first part of the twentieth century. The specification provides the opportunity to study aspects of social, cultural and economic history, as well as political and imperial themes. The first four sections each cover the period from 1900 to the beginning of the First World War while the final section focuses directly on the Home Front during the war years. It is advisable to begin with the first section on wealth as the first bullet point in this section introduces students to Britain's power and wealth in 1900. The second, third and fourth sections could be taught in any order. It is important to remember that all the advice and guidance contained within this document amounts to suggestions of pathways through the content. It is not intended as the definitive scheme of work, and teachers are free to pursue their own enquiries and investigations to make the study of this period come alive for their students.

Common misconceptions:

Some learners will already have a keen interest in politics, while others will not yet be familiar with many of the political terms they will come across in this unit – both of these groups need to be aware of how terms such as 'Liberals' and 'Conservatives' were used at that time, as well as being familiar with the concept of other political organisations such as trade unions. Other terminology where care is needed would be the various groups protesting and campaigning for women's rights and the vote. Teachers and students must be careful not to make assumptions or paint stereotypes of groups of people in this unit – the poor, women, the unemployed, to name a few. There are lots of opportunities for discussions about comparisons with contemporary Britain, many of them fascinating, but again care must be taken to frame these debated in non-judgemental ways. The tendency to make sweeping judgements about people in this period needs to also be avoided, as the examinations will require students to be precise in their use of knowledge to support their points. Indeed, study of this period, and the enquiries contained within it, provides a really useful opportunity in a wider sense to get students to think more clearly about British values, and how these were judged and applied in this period, as compared to today.

Notes on the termly planning guide

This section is not intended as a definitive scheme of work, nor is it exhaustive in terms of topics, issues and people to be covered. It is merely a suggested pathway through the demands of the specification.

Sections and Issues	Enquiry	Content	Exemplification of possible content and possible suggested timings	Example pathway
Wealth Issue: Tensions in Edwardian society	Land of Hope and Glory? <i>What were the tensions in Edwardian society?</i>	Britain's power and wealth at the beginning of the twentieth century: an overview of industry, empire, military strength, technology and cities	<ul style="list-style-type: none"> Population size and size of cities Size of economy and main exports /imports State of British industry and threats from e.g. Germany New technologies e.g. cars Size and reach of empire Suggested timing: 1 hour 	Marketplace activity: learners move around the room finding out different pieces of information about Britain in 1900 from maps, cartoons, photograph
		Class distinctions: the lives of the upper, middle and working classes	<ul style="list-style-type: none"> Living and working conditions of the working classes Living and working conditions of the middle classes; who was middle class? Living conditions of the upper classes; how much power did they have? Suggested timing: 1.5 hours 	How accurate is ITV's <i>Downton Abbey</i> ? Can we learn anything from the TV series about Edwardian Britain?
		Rowntree's investigation into the nature of poverty	<ul style="list-style-type: none"> Reasons for Rowntree's interest in poverty How he carried out his study His findings The reaction to his findings Suggested timing: 2 hours 	Investigation into Rowntree company and family: why did they bother?

Sections and Issues	Enquiry	Content	Exemplification of possible content and possible suggested timings	Example pathway
Politics Issue: Threats to political stability	Putting the pressure on <i>How far did efforts to improve people's lives threaten Britain's political stability?</i>	Strengths and weaknesses of the established parties and the rise of the Labour Party	<ul style="list-style-type: none"> Conservatives: who were they, who voted for them, beliefs and aims, actions in government to 1905. Liberals: who were they, who voted for them, beliefs and aims, actions in government to 1914. Labour: who were they, who voted for them, beliefs and aims, reasons for formation of LRC in 1900, reasons for level of support to 1914 Suggested timing: 2 hours 	Debate: Welfare State or safety net?
		The Liberal Reforms, the People's Budget, the clash with the Lords and the Parliament Act of 1911	<ul style="list-style-type: none"> New Liberalism Reasons for reforms and extent Liberal reforms helped people Reasons for clash with Lords and outcome Continued power of the Lords to 1914 Suggested timing: 2 hours 	
		The challenge from militant Labour including the crisis years between 1910 and 1914	<ul style="list-style-type: none"> Syndicalism Reasons for increased trade union actions Key features of industrial unrest How serious a threat to Britain were militant unions The situation on the eve of war Suggested timing: 1.5 hours 	

Sections and Issues	Enquiry	Content	Exemplification of possible content and possible suggested timings	Example pathway
Women Issue: The nature and extent of support for women's suffrage	Fighting against the tide <i>Why had women not won the vote by 1914?</i>	Women's lives at the beginning of the twentieth century	<ul style="list-style-type: none"> • Women at work: types of jobs, pay, conditions • Women at home: roles, experiences • Extent of similarity or difference of women's experiences in different classes • Girls' education • Suggested timing: 1 hour 	Contemporary source carousel: women in 1900 in cartoons, newspaper stories, books
		The campaigns for the vote: suffragists, suffragettes, support and opposition	<ul style="list-style-type: none"> • Who were the suffragists? • Key people e.g. Fawcett • Aims and methods • Nature and extent of support • Who were the suffragettes? • Key people e.g. Pankhursts • Suggested timing: 2.5 hours 	
		The relationship between Government responses and changes to the campaigns, 1910–1914	<ul style="list-style-type: none"> • Government actions and reactions 1910-14. • Increased militancy. • Effectiveness of changes to campaigns. • Was 1911 a key turning point? • The situation in 1914 • Suggested timing: 2 hours 	

Sections and Issues	Enquiry	Content	Exemplification of possible content and possible suggested timings	Example pathway
Empire Issue: British attitudes towards the Empire	The most beneficial empire ever known? <i>How did British people disagree about the Empire?</i>	Differing attitudes towards the British Empire at the beginning of the twentieth century including responses to the Boer War	<ul style="list-style-type: none"> • Popular imperialism and 'Jingoism'. • Opposition to imperial expansion. • Effects of the Boer War on public opinion • Suggested timing: 2 hours 	Popular culture and literature: what songs, poems, parades about Empire reveal about Edwardian Britain?
		India: differing British attitudes towards the Raj, 1900–1914	<ul style="list-style-type: none"> • Actions of the British in India 1900-14. • Reaction at home. • Influence of key figures e.g. Curzon, Minto, Harding. • Significance of key events e.g. Coronation Durbar of 1911 • Suggested timing: 2 hours 	
		Ireland: differing attitudes to the Home Rule crisis, 1912–1914	<ul style="list-style-type: none"> • Aims and methods of the Nationalists. • Aims and methods of the Unionists. • Actions of the British government, and of the Conservative opposition. • Reasons for deterioration of situation and position on the eve of war • Suggested timing: 1 hour 	

Sections and Issues	Enquiry	Content	Exemplification of possible content and possible suggested timings	Example pathway
War Issue: Responses to the demands of total war	Keep the home fires burning <i>How did the British government and people respond to the demands of the First World War?</i> <i>How did these responses change?</i> <i>How effective were they?</i>	Government policy and propaganda in response to the changing demands of war including early recruitment, conscription and DORA	<ul style="list-style-type: none"> • Voluntarism • Reasons for, key features and effects of DORA • Role of e.g. Lloyd George as Minister of Munitions • Role of propaganda • Suggested timing: 2 hours 	Enquiry: how did my town or city respond to the war effort?
		Men's responses to the demands of the war including volunteering, pals' battalions and conscientious objection	<ul style="list-style-type: none"> • Initial response to war • Reasons for the need to introduce conscription • Experiences of Pals' battalions • Conscientious objectors' experiences • Suggested timing: 1.5 hours 	Find out about local Pals' battalions.
		Women's responses to the demands of the war including volunteering, employment and development in the suffrage campaign	<ul style="list-style-type: none"> • Suspension of suffrage campaigns • Women's war work • Changing attitudes and perceptions • Discrimination • The situation of women in 1918: had they 'earned' the right to vote? • Suggested timing: 2 hours 	

Assessment strategies

The following is one example of how students might answer one of the Sample Assessment Material questions. It is intended for use as guidance only, as an illustration, as no set answer is expected.

Sample Assessment Material Question 4

By calling his 1995 book *'The Age of Upheaval: Edwardian Politics 1899–1914'*, the historian David Brooks suggests that there were big changes in British politics during that period. How far do you agree with this view? (20)

Key features of a top level (Level 6) response:

Should include a wide and detailed knowledge of several ways in which British politics changed or did not change in support of both sides of the argument.

Comment on Brooks' use of the word 'upheaval' suggesting sudden changes or disruptions to British political life. Evidence for this that you might have studied:

- The landslide election victory of the Liberals in 1906 leading to reforms and 'the People's Budget'
- The growth of the ideas of 'New Liberalism' and increasing state intervention, for example the introduction of old age pensions, free school meals, and unemployment benefit
- The growth of the Labour Party in the years from 1900-14 from a fringe group to a major political force
- The actions and views of the Irish Home Rule movement
- The Parliament Act of 1911

This interpretation could be balanced by describing:

- The fact that the franchise – who could vote – remained the same, and government still switched between the two parties Conservative and Liberal that had dominated politics since the mid part of the 19th century
- The failure of the women's suffrage movement
- The slow nature of change in the Liberal Party and the extent to which their reforms were a 'safety net' rather than the beginning of a Welfare State
- Continued use of repression by government and the police against e.g. women and trade unions
- Court cases such as the Osborne judgement and the continued influence of the House of Lords even after 1911

Judgement; e.g. British politics was starting to change through this period with the growth of new movements but fundamentally it was the same people running the same system in 1914 as 1899.

High-level answer

Over this period, Britain experienced some very significant changes to politics, with a new political party on the left, groups such as women and trade unions pushing for more rights, and the beginning of some important changes to the way governments helped people, especially poor people. One of the biggest changes was the creation of the Labour Party, which was formed in 1900. This was significant because many people in the Labour Party were socialists and wanted to spend rich people's money on improving poor people's lives. After a slow start, they had gained over 50 seats by the 1910 general elections, and made the Liberal Party do more for the poor so they would continue to vote for them. Connected with this, the trade unions became more militant, holding many strikes in the 1911-14 period and forcing the government to act. They were able to disrupt daily life through syndicalism, which was when more than one union came together to strike. This led to upheaval because for the first time in Britain, trade unions became a big political force. Therefore there is some support for the interpretation about big changes, since Labour and militant trade unions did not even exist before 1899.

Perhaps the biggest upheaval though that would support the interpretation would be the Liberals themselves, who went from being a party that did not really believe in doing much in government to one of direct action. They introduced a series of important reforms that for the first time protected the poor from the excesses of poverty. Free school meals, old age pensions and sickness benefits all protected the most vulnerable people, and by 1914 millions of people had paid into National Insurance so that if they got sacked or fell ill, they would have help. In order to do this, the Liberal government also made the richer pay higher taxes for the first time, and reformed the House of Lords so that they could not block these changes. All of this meant that by 1914 Britain was a country with an active government that was determined to fight inequality and injustice, and make sure its people were looked after. A huge change compared with 1899.

However, there were many things that did not change, or were only slowly progressing over this period. Women still did not have the vote in 1914, despite all the years of unrest and protesting. The government was successful able to resist them through the use of the Cat and Mouse Act, and many men still did not believe in their cause.

Similarly, the Irish were unable to bring about Home Rule, because the war meant it was delayed. Tensions had been building up in Ireland, with armies being created on both sides and the threat of mutiny, but none of this actually changed how Ireland was governed by 1914.

Furthermore, this interpretation can be challenged by looking at those Liberal reforms, because many of them only provided a basic 'safety net' not a Welfare State. For example, to get an old age pension, you had to be over 70 and 'of good character' which not many people in this period qualified for, and therefore was not really an 'upheaval' in the government's attitude to the poor. Also, the House of Lords was still able to block legislation for years, as it did over Ireland, and both the Liberals and Conservatives continued to dominate politics. Even the payment of MPs from 1911 did not really lead to more ordinary people becoming involved in politics, as a third of the population of men, and all women, still could not vote.

In conclusion, the period from 1899-1914 was a period of change, but not big change. It saw the beginnings of many important social and political movements such as the rise of women's rights, trade unions and the Labour Party. The other parties slowly tried to adapt and offer something to the poor, and the Liberals did manage to create some important reforms to help people. But looking at all of these different groups of people together – from Ireland and women to trade unions – and the continued power of the Liberals, Conservatives and the House of Lords, you can't really say as Brooks does that British politics went through an 'age of upheaval'.

Commentary

Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them.

Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation.

Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgement about the interpretation so this answer would be placed in level 6.

Medium-level answer

Big changes did happen in the period 1899-1914. The Liberals changed their attitude to politics to try and appeal to the workers more, so they introduced free school meals and old age pensions, and allowed people to claim sickness and unemployment benefits which they had not done before. The Labour Party was created in 1900 and fought for more rights for workers and trade unions, and this was a new and big change from before. They had over 50 seats in Parliament by 1914. Women also protested to try and get the vote, sometimes violently, and this was another big change. Trade unions also held strikes after 1911 and they worked together. Again this was a new and big change which had not happened before 1914.

But there were some things that did not change. The Conservatives and Liberals were the two biggest parties in 1899 and 1914, and the reforms did not help everyone, for instance to claim a pension you had to be over 70 and of good character which meant not everybody could get one. Also, women did not get the vote. The Irish were also campaigning for Home Rule, but by 1914 they had still not received it because it had been blocked by the House of Lords. The Liberals did try to change the House of Lords, but they only were able to cut some of its powers.

So overall some people were better off in 1914 than in 1899 because the government gave them more rights and help, and this was a really big change, as was the Labour Party. But many other things like votes for women and who was in power in Ireland did not change so the overall picture is mixed.

Commentary

Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them.

Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas.

Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgement about the interpretation. However all of this could be developed much further and therefore this answer would be placed at the bottom of level 4.



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